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Twenty-nine distributive teacher educators ranking items of importance in developing teacher education, felt that the following should receive immediate attention: student teaching experience in coordination, various phases of adult education, work experience in management, development of technical courses, and development and use of criteria for selecting prospective coordinators. Some of the other emerging considerations for distributive teacher education were: (1) More attention should be given to the distributive education club program to insure worthwhile activities, (2) Coordinators need preparation to assume leadership of a local club, (3) A future teacher section is needed in the Distributive Education Clubs of America, (4) Required qualifications and training for teacher coordinators on this must be determined on the junior college level, (5) Area teacher-education programs are needed, (6) Special teacher-education programs for those planning careers in city, area, or state supervision need to be developed, (7) There is a need for college textbooks, (8) Because the demand is greater than the supply, ways and means of recruiting prospective coordinators must be developed, and (9) Training in practical research is needed. (MM)

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OFFICE OF EDUCATION

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Needed Improvements in Distributive Teacher Education

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FOREWORD

The Council for Distributive Teacher Education was organized and its constitution adopted at the annual meeting of the American Vocational Association on December 5, 1961. Membership in the Council is composed of teacher educators for distributive education and other professional education personnel interested in the preparation of teachers of distribution.

This series of professional bulletins summarizes pertinent research and other types of investigations relating to distributive teacher education. In doing so, the series implements some of the aims of the Council, among them "...to stimulate the production and use of research..." and "... to encourage the development and improvement of standards..."

This bulletin is the result of an investigation carried on by Reno S. Knouse of the State University of New York who is the first president of CDTE. The methodology of the study is introspective in nature, summarizing the thinking of distributive teacher educators as they analyze their own programs and reveal the areas in which they believe improvement most necessary. Bulletin No. 2 is a companion study, a series of case studies of coordinators in action. This bulletin was edited for publication by

Peter G. Haines,
President-elect, CDTE

(Note: Inquiries concerning availability of additional copies of this bulletin should be addressed to the author.)

INTRODUCTION

While it is generally recognized that distributive teacher education has attained a high level of effectiveness in the short history of its development, it is obvious that constant evaluation and change are necessary in order to assure an adequate program of preparation for the modern teacher coordinator. This study is important, not only for the information it provides, but for the attention it focuses on distributive teacher education and the stimulus it may give to teacher educators to make immediate improvements in their programs. Psychologically, it is better to discover one's own weaknesses and correct them than have them pointed out by others with requests for improvement.

There is also an urgency about this study. The secondary distributive education program was introduced just twenty-five years ago, and while distributive teacher education programs are much newer, sufficient time has gone by in most instances to warrant a close look at the total curriculum in an effort to uncover areas which need immediate improvement.

Teacher educators attached to institutional programs are specialists in the field. Their preparation includes broad general education, technical training in the various phases of distribution, professional training in teacher education, teaching and coordinating experience, and work experience in the field of distribution. Their contributions to the various aspects of this study are invaluable.

PROCEDURES

The questionnaire in the Appendix was used to solicit evaluations from teacher educators concerning certain important areas of teacher preparation. These areas were identified from problems discussed at area and national meetings and from articles which appeared in the professional literature. Teacher educators were asked to select and rank only the four statements which they felt were of greatest importance. Provision was made for the addition of other items which seemed to be of equal or more significance in the development of the distributive teacher education program.

The questionnaire was returned by twenty-nine of the thirty-two teacher educators contacted. A list of these persons is included in the Appendix.

FINDINGS, PART I: ASPECTS OF TEACHER EDUCATION NEEDING IMMEDIATE ATTENTION

Rankings of the aspects needing immediate attention are shown in figure 1, (page 5). It is significant that teacher educators added the ten additional items listed below and ranked them among the top four aspects of teacher education which should receive immediate attention. While a discussion of all of the items which have been added is not essential, comments are included on the aspects which received the highest rank.

Rank 1

a. More attention should be directed to the recruitment of potential teacher coordinators. This recommendation was made by two teacher educators.

Recruitment has been one of the major problems in the development of distributive education since the beginning of the program,

and it is still of great importance. While there has been considerable discussion about recruitment throughout the years, consistent and concerted efforts to attract and guide qualified personnel into the profession have been lacking except in a few areas in recent years.

It is still too early to fully evaluate the recruitment plan used in Virginia, but the first-year results of this well-developed campaign have been phenomenal.[1] A tentative recruitment flyer has been prepared at the State University of New York, College at Albany, and copies will be mailed to all interested persons upon request.

b. <u>There should be major emphasis on the critical selection of prospective D. E. students to maintain standards that exceed the minimum demands of the business community</u>.

With additional emphasis on mathematics and science, the problem of teacher selection is greater than ever before.

c. <u>More emphasis should be given to distributive education as a specialized professional career and to the importance of a specialized curriculum to prepare for the career</u>.

While a high degree of specialization is certainly important, provisions must be maintained for the broad general and liberal phases of education.

d. <u>More emphasis should be placed upon techniques of developing business training stations on a sound educational basis</u>.

A broad, well-planned work experience program involving the cooperation of the distributor is still one of the most important

[1] Copies of this interesting and unique plan were sent to all state distributive education personnel by Leroy Buckner, Teacher Educator for Distributive Education, Richmond Professional Institute, with the hope that others could benefit from the experience in Virginia.

factors in cooperative education.

e. There should be more emphasis on accepted vocational philosophy principles.

The success of the program depends to a great extent upon the coordinator's understanding of the philosophy of vocational education.

Rank 2

a. More attention should be given to occupational analysis as a basic tool in planning instructional programs.

b. More attention should be given to student-teaching placement in bona fide D. E. programs.

While some values result from student teaching in related fields and even in nonvocational programs, it is often difficult for a student teacher to make the adjustments required after he begins full-time employment in a cooperative distributive education program.

c. The body of knowledge in D. E. should be clearly defined.

Rank 3

a. More specialized courses from areas such as social science, natural science, behavioral science, etc., should be included in present programs.

Rank 4

a. More technical business courses should be included in present programs.

It is important that the above aspects receive the immediate attention of teacher educators along with the items which are ranked in figure 1.

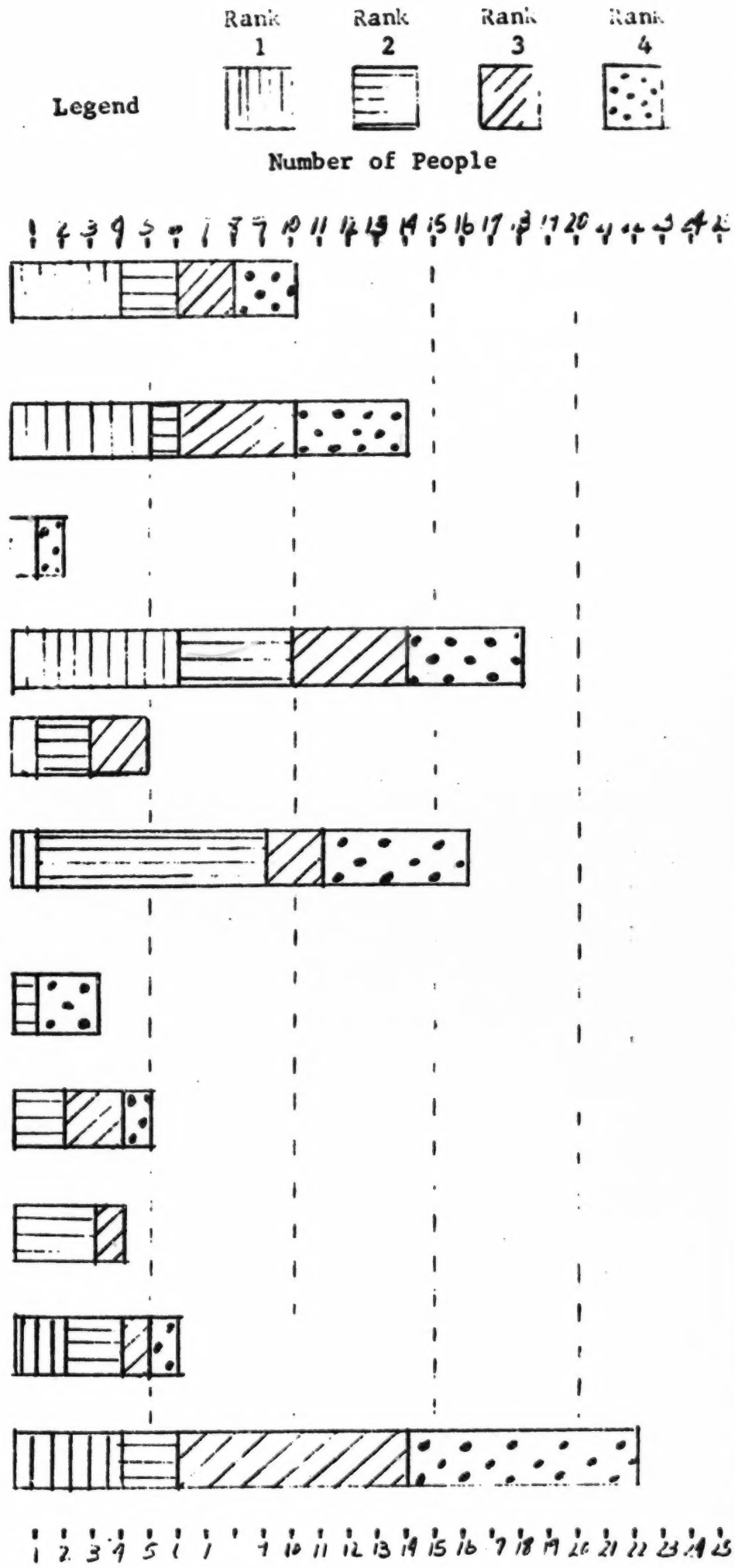
Rank 1
Rank 2
Rank 3
Rank 4
Legend
Number of People
A. More attention to development and use of criteria for selection of teacher-coordinators
B. Increased attention to development of more technical D. E. courses
C. More emphasis on use of merchandise laboratory in teacher education
D. More emphasis on adult education
E. More emphasis on human relations both inside and outside the school
F. More emphasis on work experience with attention to college internship experience in management
G. More emphasis on use of balanced variety of community resources
H. More provision for classroom-teaching experience
I. More general education should be included in present programs
J. More emphasis on techniques of evaluation and counseling
K. More emphasis on training in coordinating activities during practice teaching

Figure 1
Aspects of Teacher Education
Needing Immediate Attention

Note: See pages to for summary of findings

FINDINGS, PART II: EMERGING CONSIDERATIONS FOR TEACHER EDUCATION

Teacher educators also reported a number of important considerations which are emerging and which merit the attention of the group. No attempt has been made to rank these in the order of their importance.

1. The college group needs more training in adult distributive education.
2. More attention should be given to the D. E. Club program, especially with respect to meaningful, purposeful, and rewarding club activities. Coordinators need preparation to assume the leadership of a local club.
3. There is a need for active D. E. Clubs on the teacher education level.
4. Since the D. E. Club program is considered to be co-curricular (a definite part of the total program), there should be a place in the teacher-training program to emphasize the value of the D. E. Club program of work.
5. A future D. E. teachers' section is needed in the Distributive Education Clubs of America.
6. There should be more emphasis on the preparation of in-school classes in distribution and other business subjects for those who will not become coordinators or have immediate opportunity for coordination.
7. The junior college D. E. program is developing, and required qualifications and training must be determined for teacher coordinators on this level.
8. The accreditation requirements of various groups are playing an ever increasing part in molding the teacher-preparation program in D. E.

9. Area teacher-education programs are needed.

10. More subject matter materials need to be developed to help coordinators teach basic information.

11. Teacher-education outlines and materials should be analyzed.

12. There is a need now, and it will increase no doubt, for special teacher-education programs for the post-high school or community college D. E. teacher and for those planning careers in supervision (city, area, or state).

13. D. E. is a specialized area of teaching which requires specialized teacher preparation in an institution that can provide the study and off-campus experiences (distributive work experience, student teaching, etc.) to adequately prepare coordinators for adult and cooperative high school work including the supervision of club activities.

14. Curricula need to be developed at the graduate level to build competency for junior college instructors.

15. Individual assignments which provide the student with specific instruction in his selected work area should be a part of the philosophy taught to new teacher coordinators.

16. There is a great need for D. E. college textbooks.

17. The occupational experience of coordinators should be varied rather than limited.

18. Perhaps directed occupational experience for prospective teacher coordinators should take the place of random work experience.

19. Distributive education must be professionalized. It is inexcusable that we still draw most of our teacher coordinators from the ranks of those not professionally prepared for D. E.
20. Professional comprehensive examinations for all D. E. graduates should be developed on a nation-wide basis.
21. In addition to the development of criteria for the selection of teacher coordinators, ways and means of recruiting prospective coordinators must be developed because the demand is greater than the supply.
22. Techniques for recruiting prospective students are needed.
23. Research on measuring instruments is needed. Research is held up for lack of tools to measure programs.
24. Research is needed on the D. E. college curriculum.
25. Training in practical research is needed.
26. Research is needed on the requirements for various distributive occupations.
27. There should be more emphasis on the fundamentals of vocational education.
28. Better cooperation is needed among vocational departments.
29. Better cooperation and understanding are needed for vocational education and general education.

A number of the above emerging considerations for teacher education are concerned with the club movement, with the curriculum, and with research. However, the wide variety of developments indicates that teacher educators are emphasizing across-the-board improvements in their individual programs.

FINDINGS, PART III: RECENT IMPROVEMENTS IN TEACHER EDUCATION

Recent improvements in teacher-education programs as reported by teacher educators include the following:

1. Participation in community surveys.
2. Participation in adult programs.
3. Addition of extension graduate courses to upgrade coordinators.
4. A new sixth-year program for junior college instructors (Diploma for Advanced Graduate Study).
5. Addition of more required technical courses.
6. Addition of more elective professional courses.
7. Upgrading of present courses.
8. Expansion of graduate offerings.
9. Review of course content to reduce overlapping.
10. Integration of the business administration program in marketing and retailing with education and the professional courses in distributive teacher education.
11. Inauguration of an undergraduate teacher-education program.
12. Inauguration of a program to assure proper selection of technical business administration courses.
13. Introduction of courses in management training.
14. Sponsorship of management conferences.
15. Development of teaching outlines for use in the area of basic instruction.
16. Improvement of the quality of the graduate and inservice training programs for coordinators.

17. Preparation of a coordinator's handbook.
18. Inauguration of a campaign to recruit potential coordinators from the ranks of currently employed business education teachers.
19. Inauguration of a recruitment program to find more students dedicated to becoming D. E. coordinators.
20. Addition of a teacher educator who will be able to travel and assist the state supervisor.
21. In-service training through personal calls and conferences.
22. Adoption of a longer training period for student teaching.
23. Inauguration of a full-time student-teaching program of nine to eighteen weeks with a supervising teacher coordinator.
24. Better placement of student teachers in training situations.
25. Introduction of a pilot program in the training of prospective instructors for the adult program.
26. Sponsorship of a workshop for supervising coordinators of coordinators-in-training.
27. Cooperation with local school administrators in the training of adult instructors.
28. Planned contacts (at least five) with every coordinator.
29. Use of specialists in business as speakers and teachers.
30. Use of more business specialists in courses and workshops for broadening and deepening subject matter or content knowledge.
31. Inauguration of teacher-education program in the adult field for coordinators-in-training.

32. Requirement of various projects, such as merchandise manuals, surveys, lesson plans, and reports which simulate the conditions that the D. E. coordinator will face when he has the responsibility for a local program.

33. Inauguration of a renewal-of-occupational-experience program for certification credit under the direction of a teacher educator.

34. Promotion of D. E. professional courses for teachers in other vocational areas.

Teacher educators have been working diligently on all phases of the training program in an effort to improve the effectiveness of the teacher coordinator. This extensive list of improvements should give assurance to all that the responsibility for teacher education is in good hands.

FINDINGS, PART IV: PLANNED IMPROVEMENTS IN TEACHER EDUCATION

Teacher educators reported that the improvements listed below will be incorporated in their programs in the near future:

1. Professional courses in adult education
2. Curricular changes based on changes in the business school, i.e., environmental approach in marketing.
3. Fewer hours in the major field so that coordinators can meet the new college requirement of forty-five hours in general education.
4. A brochure for teacher educators.
5. A program of work scholarships and assistantships for students.
6. A program leading to the development of better training stations.
7. A handbook for coordinators who supervise teachers-in-training.

While the list of planned improvements is not extensive, when combined with the imposing list of recent improvements in FINDINGS, PART IV, it does further emphasize the fact that teacher educators are alert to current and future needs.

The following additional comments were made by teacher educators:

1. "We need to get together on a workshop basis to try to think through our problems."
2. "I am a firm believer in the vocational approach in D. E. teacher education, i.e., student participation in the actual situations insofar as practicable. For example, more classroom assignments for teaching D. E. while in the undergraduate program. Also, I involve my students in adult programs, DECA meetings, etc."

3. "I believe that teacher education for D. E. has been greatly improved. This continual development is basic to a total program in D. E."
4. "In-service programs seem to be quite effective in most states but our pre-service programs are in sad shape. Also, as long as state plans (state supervisors) encourage the employment of weak candidates, we shall have weak programs."
5. "I believe that our many professional courses have crowded out some important technical content."
6. "Somewhere in our teacher training in the country, we should be consciously developing distributive personnel for research in our field. Our progress could be accelerated if we had a corps of trained D. E. researchers presently working on some of our problems."
7. "Let's sit down around a round table and hash some of these things out together. NO lectures, NO talks--strictly informal with a paid recorder."

These comments reveal an awareness of the conditions relating to teacher education and indicate a willingness to jointly work out solutions.

SUMMARY OF FINDINGS[2]

It is evident from the information that teacher educators are not only alert to their needs but interested in making changes in their programs when these changes will improve teacher education. No attempt has been made to draw final conclusions concerning the needs of teacher education. However, it is significant that teacher educators are in considerable agreement concerning the importance of the following five aspects of teacher education:

A. More emphasis should be placed on experience in coordinating activities in practice-teaching programs including greater opportunity to work directly with merchants. Twenty-two persons ranked this among the first four while four persons ranked it number one.

Teacher educators apparently feel that the coordinating activity is one of the most important factors in the success of a cooperative part-time training program. Lack of poise, lack of confidence, and the inability to speak the business-man's language may be the result of insufficient coordinating contacts with businessmen during the cadet teacher's training period. This weakness in our training programs may well be the cause of the failure of many distributive education programs and the low caliber of others. What are our standards in this respect? What percentage of our students are allowed to teach without coordinating experience in their practice teaching? How many are allowed to begin their teaching careers

[2] See figure 1, page 5.

with practice teaching in areas other than distributive education? What kinds of projects can be added to the course work to give students related experience?

B. More emphasis should be placed on all aspects of adult education. Eighteen persons ranked this among the first four and it was ranked first by six teacher educators.

Distributive education is a program of secondary and adult education, and the teacher coordinator is one of the key persons in both phases. Many coordinators throughout the country are concerned only with the secondary program, and the reason for this may be the lack of emphasis on adult education in our teacher education programs. It is bad enough that the coordinator may not become involved in the adult program, but because of his disassociation, he may be reluctant to promote it or support it. Have we sold the concept that the coordinator is a specialist in both the secondary and adult fields? Is he qualified to assist in the education of adult employed personnel?

C. More emphasis should be placed on occupational experience with greater attention being given to college-industry arranged internship experience. This was ranked in the top four by sixteen persons but it received only one first-place vote.

It seems obvious that the teacher coordinator cannot see the whole picture if his experience is only on the level of the employee. Management training will help him to understand

the relationship between the various activities in the distributive field and also the relationship between distributive and other functions.

There seems to be a relationship between the high ranking of this recommendation and the recent trend towards greater emphasis on management training on both the adult and secondary levels. However, the ranking may merely indicate that we approve of occupational experience, or that we are still struggling with the question of what kind and how much. The lack of uniformity in occupational experience requirements in the various states indicates that more information is needed before this problem can be solved.

D. More technical D. E. courses should be developed and included in present programs. It is interesting to note that this recommendation was ranked first by five of the fourteen persons who rated it among the first four.

Coordinators with limited training in technical subjects will tend to be general in their approach. This may keep them from attempting experimentation and limit their growth as teachers. It may also be the reason for their lack of poise and confidence which leads to disinterest in the adult program. It would be interesting to find out the nature of the specific courses which teacher educators recommend. What is the best balance of general, professional, and technical courses for the preparation of coordinators in our present economy? While some

excellent research in this area has been conducted, do we need more? Are we constantly evaluating our offerings and making changes to meet current needs?

E. More attention should be given to the development and use of criteria for the selection of prospective D. E. teacher coordinators. Four of the ten persons who ranked this recommendation selected it as the most important one.

Teacher educators have not been satisfied with the quality of prospective coordinators. While some progress has been made in the development and use of criteria for the selection of prospective teachers, it is apparent that greater effort must be extended in this area. This is especially true because of the intensified effort to prepare greater numbers of teachers of mathematics and science, as mentioned previously, and because of the growing teacher shortage in general.

It should be noted that the following items were ranked first by some of the teacher educators:

F. More emphasis should be placed on how to evaluate and counsel individual students. Ranked first by two persons.

G. Greater emphasis should be placed on human relations with students, colleagues, and the business community. Ranked first by one person.

Apparently teacher educators are satisfied that training in the latter two categories is quite adequate which accounts for the relatively low ratings.

The following aspect received the lowest rank:

H. More emphasis should be placed on the use of the merchandising laboratory in teacher education. Only two persons ranked this item, one person placing it third and the other fourth.

While teacher educators are in fairly complete agreement that merchandise laboratory equipment is essential, the low ranking of this item may indicate that it is receiving sufficient emphasis. This seems inconsistent because one of the frequent criticisms of coordinators is that they do not use their display facilities regularly. Does this mean that more emphasis and training are needed, or does it mean something else? In a crowded program of teaching and coordination, does the full use of the merchandise laboratory consume too much time? Should more emphasis be placed on the effective use of this equipment?

The remaining items did not receive number one ranking from any of the teacher educators.

CONCLUSIONS

One of the most important aspects of this survey is the addition and ranking of items which teacher educators feel are of great importance in the development of teacher education along with the eleven aspects listed on the questionnaire. Some of these would undoubtedly receive high ranking if included in a revised survey.

Other important aspects of this survey are the interest and willingness of teacher educators to examine their programs, pool their observations, and share their ideas for mutual benefit. Cooperative effort

is the first step in a series of steps required to move ahead. It is also most encouraging to discover that many new ideas have been incorporated in programs and that others are planned for the immediate future. The survey has also focused attention on the need for more and better communications.

The following major areas of distributive teacher education should receive immediate attention:

1. Student teaching experience in coordination.
2. Various phases of adult education.
3. Work experience in management.
4. The development of technical courses.
5. The development and use of criteria for the selection of prospective coordinators.

Teacher educators, state distributive educational personnel, national distributive education organizations, and the U. S. Office of Education personnel are interested in these results, and they have expressed a willingness to assume the leadership necessary to bring about improvements.

It will be most interesting to compare the weaknesses uncovered through this analysis by teacher educators with the weaknesses reported by state supervisors in a similar survey of their observations to be published as the second report in this series.

Several important questions have been answered through the information gathered from teacher educators. However, many others have been raised for which there are no immediate answers. This should be encouraging, for it should set the stage for a new beginning--for inquiry, research, and a determination to find solutions--so that teacher education, which has had a distinguished past in the field of distribution, may move forward to an even greater future.

APPENDIX

QUESTIONNAIRE ON CERTAIN ASPECTS OF DISTRIBUTIVE TEACHER EDUCATION

DIRECTIONS: Below you will find eleven statements which have been identified as important areas needing attention in the development of D. E. teacher-education programs throughout the country. Will you please select the four statements which you feel are most important? Rank these in importance by numbering them in order, i.e., 1, 2, 3, 4. Please remember that all statements appearing here are important--you are to select the four which you feel are most important.

If you feel that there are other recommendations which are more important than the eleven listed below, please add these under L. and M. (Second page) and include them in your ranking of the four most important statements.

I.

_____A. More attention should be given to the development and use of criteria for the selection of prospective D.E. teacher coordinators.

_____B. More technical D. E. courses should be developed and included in present programs.

_____C. More emphasis should be placed on the use of the merchandise laboratory in teacher education.

_____D. More emphasis should be placed on all aspects of adult education.

_____E. Greater emphasis should be placed on human relations with students, parents, colleagues, and the business community.

_____F. More emphasis should be placed on occupational experience with greater attention being being given to college-industry arranged internship experience in management.

_____G. More emphasis should be placed on the use of a balanced variety of community resources.

_____H. More provision should be made for classroom teaching experience in practice-teaching programs.

_____I. More general courses from areas such as social studies, natural sciences, behavioral sciences, etc., should be included in present programs.

_____J. More emphasis should be placed on how to evaluate and counsel individual students.

_____K. More emphasis should be placed on experience in coordinating activities in practice-teaching programs including greater opportunity to work directly with merchants.

I. (Continued)

_____L. _____

_____

_____

_____M. _____

_____

_____

II. Please add other important considerations which you feel are emerging in teacher education and which should receive the attention of our group. (These should not be ranked with the four most important statements on page 1.)

_____

_____

_____

_____

III. Please describe some of the things you are now doing or are planning to do to improve the effectiveness of your program.

_____

_____

_____

IV. Additional comments:

_____

_____

_____

_____

Please send completed questionnaire so that it reaches me by November 15, 1961. Many thanks.

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